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THE
MECHANICAL
READING PRECEPTOR,
WHEREIN
SPELLING, READING, & PRONUNCIATION
ARE EFFECTUALLY TAUGHT,
BY A
NEW, SHORT, AND EASY METHOD.
BOOK I.—MECHANICAL READING.

BY G. VASEY,

Author of "Natural History of the Ox Tribe," "Grammar made Easy," "Classical English Spelling Book," "The Beauties and Utilities of a Library," &c.

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P R E F A C E.

THE process of learning to read has always been both lengthy and tedious. Many attempts have been made to render it easy and pleasant, by Anti-Spelling Books and Emblematic Spelling Books—by Arbitrary Methods, and Disentangled Methods; with a host of others of humbler pretensions. But while some of those productions have been very ingenious, and others very clumsy—all have signally failed in either shortening the process or in making it less tedious. In fact, the Methods hitherto adopted, to teach reading, have been (and still continue to be) so very imperfect, that not one in twenty ever learns to read either significantly or fluently.

In speaking of the cause of this very general and lamentable want of success in teaching this important art, it has been well said by the Rev. E. C. Collard, in his "Practical Hints on the Preparation of Schools for Examination under the Revised Code," that "the failures in reading most commonly arise from the *first* stages having been badly taught, and from the books (used in teaching) not being properly graduated."

To remove this cause of failure is one of the chief objects of the following Course of Lessons and Exercises, which have been carefully graduated according to the most minute gradations of which the English language is susceptible.

The annexed examples will convey a tolerable idea of the method of graduation employed, which will be still more fully appreciated by an examination of the Tables of Monosyllables, commencing on page 15.

an	First Grade. in	on
ban	Second Grade. bin	bon
band	Third Grade. bind	bond
bland	Fourth Grade. blind	blond
string	Fifth Grade. strong	strung
thought	Sixth Grade. brought	fraught
strength	Seventh Grade. straight	draughts

Thus, after all the Monosyllables of two letters have been mastered, those of three letters are learnt; after all the Monosyllables of three letters have been correctly spelt and read, the pupil proceeds to those of four letters, which are spelt and read in the same manner, and so on with all the Monosyllables of five, six, seven, and eight letters. Thus, every succeeding gradation is formed simply by the addition of one single letter to the preceding gradation.

By means of these extremely simple gradations, taught on this mechanical principle, Spelling may be acquired in *one-tenth*, and Reading in *less than one-half* the time occupied in the present methods, and without any irksome labour either to the teacher or the pupil.

It is a well known fact, that children very generally attend school from the ages of 3, 4, or 5 years; to those of 10, 11, or 12, learning to

read, of course, all the time, as a part of their daily lessons; and yet, not one in twenty ever learns to read in a correct and intelligible manner.

By means of the method here developed, taught according to the accompanying instructions, every child of sound vocal organs and healthy brain may be taught to read, completely and perfectly; that is to say, firmly, distinctly, fluently, and significantly, with a true accent and correct pronunciation, within three years of their commencing to learn the alphabet according to the method set forth in "The Mechanical Reading Preceptor." This fact has been proved in the writer's own experience.

The peculiar advantages of the present Work may be concisely stated as follows :—

First—The Alphabet is classified and divided into seven sections, beginning with the simplest sounds, and proceeding gradually to the most difficult, each section being accompanied by appropriate exercises.—(See pages 9 to 16.) By this arrangement its acquisition is much facilitated, and the labour of the teacher considerably abridged.

Second—All the Monosyllables of the English language are classified and divided into sections and sub-sections, according to their Orthography and Sound.—(See Tables of Monosyllables Nos. 1 to 20.) By thus arranging the words according to spelling and sound, the difficulty of learning to spell is completely removed from nine-tenths of our words.

Third—The simplest stages of Mechanical Reading are taught by the same classified Monosyllables, arranged in columns, which (after being spelt) are read, first in file, and then in rank. By this mechanical method a distinct utterance and correct pronunciation are thoroughly and permanently acquired.

Fourth—The advanced stages of Mechanical Reading are taught by means of groups of words of from one to five syllables, arranged according to their vowel and consonant sounds, and consisting of numerous model words of all the diphthongal, triphthongal, and other combinations of letters, by which all the vowel sounds (as well as those of all the consonants) are represented.—(See page 61 and seq).

Fifth—The last section presents an analysis and classification of all the vowel and consonant sounds in the English language, according to the most approved standards of Orthoëpy, illustrated by copious exercises, by which the pupils cannot fail to acquire a just accent and true pronunciation.

Sixth—To prepare the pupil for Significant Reading—by securing attention to stops or pauses—the relative length of each stop has been indicated in a few of these Mechanical Exercises, by inserting the figures 1, 2, 3, 4 (between parentheses) at the respective marks of comma, semi-colon, colon, and period.

Seventh—By the Mechanical Exercises on the vowel and consonant sounds, the provincial vulgarisms of all the various counties will be gradually abolished, and a correct and uniformly good pronunciation and tone universally established.

EXPLANATION OF THE MECHANICAL METHOD, CONTAINING SPECIFIC INSTRUCTIONS TO TEACHERS.

FIRST GRADE.

The Alphabet and Binary Combinations.

IN the first place—the vowels are taken by themselves, and carefully and thoroughly taught before proceeding to the consonants. The vowels are dwelt upon until they can be distinctly and properly pronounced in a smooth unbroken series, thus—

a e i — o u y

with a slight rhythmical pause at the third vowel.

Secondly—The consonants are sub-divided into natural groups (as set forth by Walker in the Introduction to his Dictionary), and the vowels are carefully and correctly reiterated in connection with each consonant in the following manner, namely—the four consonants b p t d are well learnt and repeated in combination with each of the vowels, as a *Spelling Exercise*, thus—

b-a ba, b-e be, b-i bi, &c., &c.
p-a pa, p-e pe, p-i pi, &c., &c.

and so on with the others, repeating them all until they can be distinctly and fluently *read*, in a smooth unbroken series, thus—

ba be bi bo bu by
pa pe pi po pu py
&c., &c., &c.

Thirdly—All the other consonants are thus learnt in rotation, and, in like manner, spelt and repeated in combination with each of the vowels, until they can be read off distinctly and fluently.

As soon as the alphabet is taught in this precise and mechanical manner, the foundation is already laid for correct and first-rate pronunciation.

After all the consonants have been thus thoroughly learnt in combination with the vowels *following* them, they are to be carefully repeated in combination with the vowels *preceding* them, thus—

a-b ab, e-b eb, i-b ib, &c.
a-d ad, e-d ed, i-d id, &c.

and so on with all the other consonants until they can be read off distinctly and fluently, thus—

ab eb ib ob ub
ad ed id od ud
&c., &c., &c.

in smooth unbroken series, without any pause.

SECOND GRADE.

Elementary Combinations of Three Letters.

The second stage of advancement is to combine the elementary combinations of two letters with each of the consonants, so as to form elementary combinations of three letters, taking, for example, the following line—

an en in on un

and prefixing each of the consonants thus—

b-a-n ban, b-e-n ben, &c.
d-a-n dan, d-e-n den, &c.

and repeating them until they can be read off in smooth unbroken series, thus—

ban	ben	bin	bon	bun
dan	den	din	don	dun
fan	fen	fin	fon	fun
&c.,	&c.,	&c.,		

When the an—en—in—on—un series has been gone through, the at—et—it—ot—ut series must be learnt in the same way, with the various consonants prefixed thus—

bat	bet	bit	bot	but
fat	fet	fit	fot	fut
&c.,	&c.,	&c.,		

The pupils will now be fully prepared to spell and read all the Monosyllables contained in the Tables 2, 3 and 4.

The Second Grade is completed by prefixing two consonants to the vowel series, thus—

bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
sta	ste	sti	sto	stu	sty

as set forth in page 27—first *spelling* them, and then *reading* them.

THIRD GRADE.

Elementary Combinations of Four Letters.

The third stage of advancement is to add each of the various consonants to the bla—ble—bli—blo—blu and bra—bre—bri—bro—bru series, thus—

blan	blen	blin	blon	blun
bran	bren	brin	bron	brun
glan	glen	glin	glon	glun
brag	breg	brig	brog	brug
dram	drem	drim	drom	drum
	&c.,	&c.,	&c.,	

The pupils, having thoroughly mastered all these Elementary Combinations, will find no difficulty in spelling and reading all the succeeding *regular* forms of Monosyllables in Tables 6 to 18.

Before commencing the *Irregulars*, the Elementary Combinations and the *Regular* Monosyllables must be gone through a second time, beginning with the bla—ble—bli series, on page 27.

FOURTH GRADE

Consists in going carefully through all the *Irregulars*, from Tables 5 to 18, together with the Miscellaneous Reading Lessons, pages 39 to 56.

FIFTH GRADE

Consists in becoming perfectly familiar with all the compound representations of the vowel and consonant sounds (from page 61 to the end) according to the instructions given on page 61.

THE RESULT.

When the pupils have been taught all the Lessons and Exercises in the "Mechanical Reading Preceptor," according to the method therein set forth, they will be able at first sight to recognise all the compound as well as simple representations of all the sounds in the English language, and to give them all their precise and correct pronunciation, firmly and distinctly. In other words, they will be able to read correctly and fluently any series of English words whatever.

THE METHOD OF NATURE,

In teaching to speak, is to associate the idea of an object with the sound of the word which is conventionally used to suggest it. Thus a child learns the name of its nose, eye, ear, hand, foot, &c., by its nurse touching each of those organs and uttering at the same time the noun by which it is known. The adjectives, red, yellow, blue, &c. are taught in precisely the same manner, by presenting each particular colour, and uttering that particular word which is conventionally used to excite the idea. And so on with all the other parts of speech. By this simple process the child learns its native language in a wonderfully short time.

The Method of Nature, in teaching to speak, should be imitated as nearly as possible in teaching to read, and the result would be equally satisfactory. By teaching children to attend to the meaning of the sentences they read, they invariably learn (after rehearsing two or three times,) to repeat the words from mere memory, and thus their progress in really learning to read is obstructed to such a degree as to prevent the great majority of children from ever learning to read in an intelligible manner. And it will be found, by those teachers who minutely observe their experience on this point, that the more interesting the subject matter of the lesson is to the children, the more apt they are to learn the words by mere rote. They attend simply to the ideas conveyed by the sounds, and pay little or no attention to

the literal representation of the sound of the words in their lesson book ; and thus the progress of the pupil in learning to read is retarded exactly in proportion to the amusing or interesting nature of the lessons.

The *first* stages of learning to read should be perfectly simple, and should be entirely confined to the proper pronunciation of the sounds represented by the alphabetic characters ; in other words, the pupil's attention should be strictly limited to the endeavour to associate the sound of a word with the appearance of the printed sequence of letters which are used to represent that word, and should never be made a complex operation by endeavours to attend to the meaning, or by attempts at emphasis, tone, or expression.

By a few months preliminary training in the Mechanical or Natural Method, the pupils learn thoroughly to associate the printed or written representation of any word with its sound, as, in learning to talk, they first learnt to associate the sound of the word with its meaning ; and by the same process, and at the same time, they acquire the hitherto difficult art of spelling, easily and correctly, and in one tenth the usual time.

By fairly carrying out the method developed in the following pages, the ability to read well may be acquired by the most ordinary capacity, with less than half the usual amount of time and trouble. In short, by means of the methods hitherto used, not one child in twenty ever learns to read well in five or six years ; by means of the Mechanical Method every child may learn to read well in two years.

G. VASEY.

June, 1864.

P.S.—It will be observed that several lessons of an unmethodical character—poetical and prose—have been inserted between the various Tables of Monosyllables ; these have been introduced in deference to long-established usage, and to preserve, as far as possible, the usual appearance of such an elementary work.

The entire scope of this Elementary Treatise (Book I.) is to teach the pupils correct spelling, and the Art of Mechanical Reading, and to enable them to acquire a true accent and correct pronunciation, with a firm distinct articulation, and a careful attention to the pauses.

IN PREPARATION,

THE SIGNIFICANT READING PRECEPTOR.

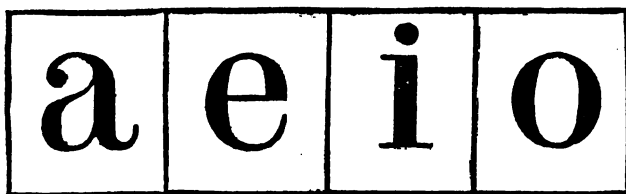
THE object of Book II. (*The Significant Reading Preceptor*), is to enable those who have attained proficiency in *Mechanical Reading*, to acquire a full utterance and correct emphasis, with a proper tone and modulation of voice : in other words, to enable them to acquire the whole art of *Significant Reading*.

THE MECHANICAL READING PRECEPTOR.

SECTION 1.

The ALPHABET, divided into Seven Lessons.

LESSON 1.



N.B.—As soon as the Pupils have learnt the Name and Form of the first Letter, let them point it out in the following Exercise; and let the same plan be adopted with all the other Letters. They must also be taught to draw the Letters on their Slates.

Exercise on Lesson 1.

w	o	u	i	e	a	y
y	i	e	a	o	u	w
o	a	u	w	i	y	e

N.B.—The first Lesson must be thoroughly taught before beginning with the second ; the second must be thoroughly taught before proceeding to the third ; and so on with all the Lessons.

LESSON 2.



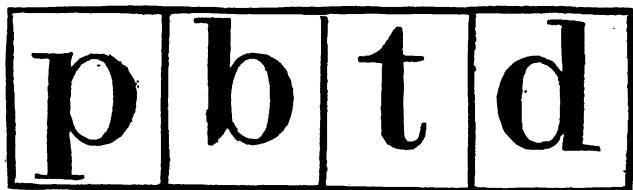
Exercise on Lesson 2.

a e i o u w y
 y w u i o e a
 w a e i y u o

N.B.—Instruct the Pupils to repeat the following Line till they can utter it correctly and fluently.

a e i o u y

LESSON 3.



Exercise on Lesson 3.

l m n r p b t d
 p b t d l m n r
 l m n r t d p b

Exercise on Elementary Combinations,

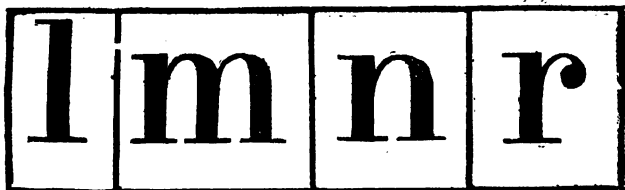
Which must be spelt (at first) thus—b-a, ba; b-e, be; &c.

ba be bi bo bu by
 pa pe pi po pu py
 ta te ti to tu ty
 da de di do du dy

N.B.—When these have become familiar by spelling, they must be read off at sight, thus—ba, be, bi, &c.

The same plan must be adopted with the following Lessons.

LESSON 4.



Exercise on Lesson 4.

p b t d l m n r
 l m n r p b t d
 d t b l m n r p

Exercise on Elementary Combinations.

la le li lo lu ly
 mo me mi mo mu my
 na ne ni no nu ny
 ra re ri ro ru ry

N.B.—Teach the Pupils to trill the R in the last line.

LESSON 5.



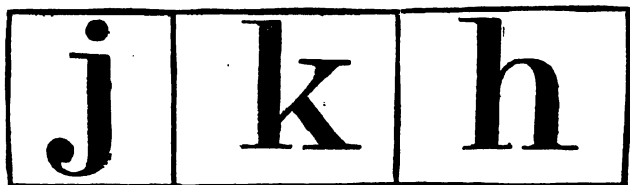
Exercise on Lesson 5.

z s f v z s f v
f v z s f v z s
v s z f v f s z

Exercise on Elementary Combinations.

fa fe fi fo fu fy
va ve vi vo vu vy
sa se si so su sy
za ze zi zo zu zy

LESSON 6.



Exercise on Lesson 6.

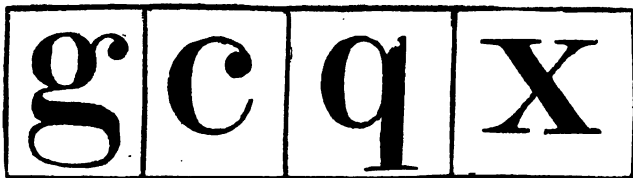
h	k	j	h	k	j
j	h	k	j	h	k
k	j	h	k	j	h

Exercise on Elementary Combinations.

ja	je	ji	jo	ju	jy
ka	ke	ki	ko	ku	ky
ha	he	hi	ho	hu	hy

wa	we	wi	wo	- -	wy
ya	ye	- -	yo	- -	- -

LESSON 7.



Exercise on Lesson 7.

x	q	g	c	x	q	g	c
c	g	x	q	g	c	x	q
x	q	c	g	x	q	c	g

Exercise on Elementary Combinations.

The Letter "g" is hard (gay) before—a, o, u.

ga go gu

"g" is soft (jee) before e, i, or y.

ge gi gy

There are several exceptions to this, which will be noticed in the last Section.

"c" is hard (k) before—a, o, or u.

ca co cu

"c" is soft (s) before —e, i, or y.

ce ci cy

LESSON 8.

The Letters in Alphabetical Order.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
	v	w	x	y	z	

The Capital Letters.

A	B	C	D	E	F	G
a	b	c	d	e	f	g
H	I	J	K	L	M	N
h	i	j	k	l	m	n
O	P	Q	R	S	T	U
o	p	q	r	s	t	u
V	W	X	Y	Z		
v	w	x	y	z		

SECTION II.

LESSON 9.

Table of Monosyllables No. 1.

an am at as—it is in if—
 of on or ox
 do to—us up—by my
 so go no—oh bo lo ho wo
 ah ha Ma Pa

N.B.—The Tables of Monosyllables, from 1 to 20, contain all the Monosyllables in the English Language, classified according to spelling and sound.

Reading Exercise.

Go on. I am to go on.
 Is it so? Am I to go on or up;
 He is to go in. I am to go up.
 Is he to go in to Pa;
 Oh no, he is to go up to Ma.
 He is to do so. He is to go as I do.
 He is to be by me. He is to go.
 I am to do so. He is to do so.
 Go in to Pa as I go in.

N.B.—Before proceeding to the next Lesson, the Pupil must again go carefully through all the Elementary Combinations, commencing at page 7.

Exercises on Elementary Combinations.

(Short or Stopt Vowels.)

at	et	it	ot	ut
----	----	----	----	----

The Pupils must be made perfectly familiar with the correct pronunciation of the stopt Vowel Sounds in the above line,—(particularly the *ut*)—before proceeding to the following Exercise, which contains Examples of all the varieties of stopt Vowel Sounds in the English Language.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	oc	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
av	ev	iv	ov	uv
ax	ex	ix	ox	ux

Introductory Spelling Exercise.

m	a	n	man	b	u	d	bud
f	a	n	fan	m	u	d	mud
p	a	n	pan	b	a	t	bat
m	e	n	men	c	a	t	cat
h	e	n	hen	l	e	t	let
p	e	n	pen	n	e	t	net
p	i	n	pin	p	i	t	pit
t	i	n	tin	s	i	t	sit
s	i	n	sin	l	o	t	lot
b	u	n	bun	p	o	t	pot
g	u	n	gun	b	u	t	but
s	u	n	sun	h	u	t	hut
b	a	d	bad	b	a	g	bag
l	a	d	lad	r	a	g	rag
b	e	d	bed	l	e	g	leg
r	e	d	red	p	e	g	peg
b	i	d	bid	b	i	g	big
l	i	d	lid	d	i	g	dig
n	o	d	nod	m	u	g	mug
r	o	d	rod	r	u	g	rug

Exercise on Elementary Combinations.

an	en	in	on	un
ban	ben	bin	bon	bun
dan	den	din	don	dun
fan	fen	fin	fon	fun
gan	gen	gin	gon	gun
han	hen	hin	hon	hun
jan	jen	jīn	jōn	jūn
kan	ken	kin	kon	kun
lan	len	lin	lon	lun
man	men	min	mon	mun
nan	nen	nin	non	nun
pan	pen	pin	pon	pun
ran	ren	rin	ron	run
san	sen	sin	son	sun
tan	ten	tin	ton	tun
van	ven	vin	von	vun
wan	wen	win	won	wun

ad	ed	id	od	ud
bad	bed	bid	bod	bud
had	hed	hid	hod	hud
mad	med	mid	mod	mud
nad	ned	nid	nod	nud
lad	led	lid	lod	lud
sad	sed	sid	sod	sud

at	et	it	ot	ut
bat	bet	bit	bot	but
hat	het	hit	hot	hut
mat	met	mit	mot	mut
nat	net	nit	not	nut
pat	pet	pit	pot	put
sat	set	sit	sot	sut

Exercise on Elementary Combinations,

ag	eg	ig	og	ug
bag	beg	big	bog	bug
dag	deg	dig	dog	dug
hag	heg	hig	hog	hug
lag	leg	lig	log	lug
mag	meg	mig	mog	mug
pag	peg	pig	pog	pug
al	el	il	ol	ul
dal	del	dil	dol	dul
hal	hel	hil	hol	hul
lal	lel	lil	lol	lul
mal	mel	mil	mol	mul
nal	nel	nil	nol	nul
val	vel	vil	vol	vul
am	em	im	om	um
ham	hem	him	hom	hum
nam	nem	nim	nom	num
pam	pem	pim	pom	pum
sam	sem	sim	som	sum
tam	tem	tim	tom	tum
ad	ed	id	od	ud
rad	red	rid	rod	rud
raf	ref	rif	rof	ruf
rag	reg	rig	rog	rug
rak	rek	rik	rok	ruk
ral	rel	ril	rol	rul
ram	rem	rim	rom	rum
ran	ren	rin	ron	run
rap	rep	rip	rop	rup
ras	res	ris	ros	rus
rat	ret	rit	rot	rut

Table of Monosyllables No. 2.

ban	ben	bin	con	bun
can	den	din	don	dun
dan	fen	fin	non	fun
fan	hen	gin		gun
man	ken	kin		nun
pan	men	pin		pun
ran	pen	sin		run
tan	ten	tin		sun
van	wen	win		tun
wan				

bad	bed	bid	cod	bud
dad	fed	did	god	cud
gad	led	hid	hod	mud
had	red	kid	nod	
lad	wed	lid	pod	
mad		mid	rod	
pad		rid	sod	
sad			tod	

bat	bet	bit	cot	but
cat	get	cit	dot	cut
fat	jet	fit	got	gut
hat	let	hit	hot	hut
mat	met	kit	jot	jut
pat	net	lit	lot	nut
rat	pet	nit	not	rut
sat	set	pit	pot	tut
tat	wet	sit	rot	
vat	yet	tit	sot	
		wit	wot	

N.B.—After this Table has been learnt as a spelling lesson, it must be *read* without being spelt,—(both in column and in line)—until each line or column can be read in smooth unbroken series. *The same plan must be followed in all the Tables of Monosyllables.*

Table of Monosyllables No. 3.

bag
cag
fag
gag
hag
jag
lag
nag
rag
tag
wag

beg
keg
leg
peg

big
dig
fig
gig
jig
pig
rig
wig

bog
cog
dog
fog
gog
hog
jog
log

bug
dug
hug
jug
lug
mug
pug
rug
tug

cab
dab
nab

neb
web

bib
fib
jib
nib
rib

bob
fob
hob
job
lob
mob
nob
rob
sob

cub
rub
dub
tub

cap
gap
hap
lap
map
nap
pap
rap
sap
tap

dip
hip
lip
nip
pip
rip
sip
tip

fop
hop
lop
mop
pop
sop
top

cup
pup
sup
tup

Table of Monosyllables No. 4.

bay	caw	die	dam	bar	cow
day	daw	fie	ham	car	bow
gay	haw	hie	jam	far	how
hay	jaw	lie	ram	jar	mow
jay	law	pie		par	now
lay	maw	tie	hem	tar	row
may	paw	vie	jem		sow
nay	raw			fir	vow
pay	saw	doe	dim	sir	
ray		foe	him		
say	dew	hoe	rins	for	In the follow- ing the W is silent.
way	few	roe		nor	
	hew	toe	gum		
boy	jew	woe	mum	bur	bow
coy	mew		rum	cur	low
hoy	new	cue	sum	fur	mow
joy	pew	due		pur	row
soy	yew	rue	son		sow
toy		sue	ten	fro	tow
	bee			pro	
buy	gee	lea	coo		the
guy		pea	loo	key	she
	aye	sea	too	ley	
hey	bye	tea			eye
	rye				

Table of Monosyllables No. 7.

IRREGULARS.

all ell eel ail—abb ebb edd odd—off egg ass—
ace age ape ate eat—eke eve ode ore—ice ire ure use—
are arm ark art—oaf oak oar oat—owe own sew—
our out owl awe awl—aft eft oft act apt—eld elk elm—
and ant end imp ink—old orb ash ask—two who ere e'er o'er—
ewe you yea yes—war was wot won one—
why put his spa gas per alb

Man, Fox, Hen.

A man met an old fox. The fox had got a fat hen. The man ran to get the hen. But the fox ran off to his den. A fox can eat a hen.

Owl, Rat, Bat, Fly.

An owl can eat a rat. A bat can fly up in the air. A bat can eat a fly and a bee.

The Men and the Hay.

Did the men mow the Hay? Yes, the men did mow the hay. May we go and see the men get in the hay? If we go up to the cot, and by the old elm, we can see the men get in the hay. The hay is in now, and the sun is set.

The Hat and the Cap.

My hat was wet, so I put it off. I put my hat up on the peg. My hat is not so big as his cap. The day is not hot, so let us run. Am I to go in now, Sir? Yes, you may.

May we go out and run to and fro?

If the day be dry, you may go out and dig.
But if the day be wet, we can not go out.

Arm, Dog, Pen, Box.

My arm is not so big as his arm.
A dog has bit a man and a boy.
I had a pen ; I put it in my box.
He has a pen and ink in his box.
My pen and ink are of use to me.
Go and get a new pen for me.
Put it in my box. Put the box up.

The Sun and the Sky.

Now let us go out and see the sun.
The sun is not up yet, so we can
not see him ; but the sky is red.

Oak, Elm, Ash, Yew.

Did you go out to see the old oak.
I saw a big elm and a tall ash.
Ned saw an owl in the old oak.
I saw the owl fly out of the oak.
Let us go and see the old yew.
Now let us go and sit in the new
cot, and see the old man.

The Sounds which are represented by the following Elementary Combinations require more than ordinary practice to enable the Pupils to articulate them properly.

bla	ble	bli	blo	blu	bly
cla	cle	cli	clo	clu	cly
gla	gle	gli	glo	glu	gly
pla	ple	pli	plo	plu	ply
fla	fle	fli	flo	flu	fly

Teach the Pupils to trill the R in the following six lines.

bra	bre	bri	bro	bru	bry
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry
gra	gre	gri	gro	gru	gry
pra	pre	pri	pro	pru	pry

sta	ste	sti	sto	stu	sty
sla	sle	sli	slo	slu	sly
spa	spe	spi	spo	spu	spy
tha	the	thi	tho	thu	thy
ska	ske	ski	sko	sku	sky
sha	she	shi	sho	shu	shy

Exercise on Elementary Combinations.

brad	bred	brid	brod	brud
brag	breg	brig	brog	brug
bram	brem	brim	brom	brum
bran	bren	brin	bron	brun

crab	creo	crib	crob	crub
crag	creg	crig	crog	crug
cram	crem	crim	crom	crum
crap	crep	crip	crop	crup
cras	cres	cris	cros	crus

drag	dreg	drig	drog	drug
dram	drem	drim	drom	drum
drap	drep	drip	drop	drup

grab	greb	grib	grob	grub
gram	grem	grim	grom	grum
grat	gret	grit	grot	grut

stan	sten	stin	ston	stuu
slan	slen	slin	slon	slun
span	spen	spin	spon	spun
skan	sken	skin	skon	skun
shan	shen	shin	shon	shun

Exercise on Elementary Combinations.

plad	pled	plid	plod	plud
blad	bled	blid	blod	blud
blan	blen	blin	blon	blun
plam	plem	plim	plom	plum
plan	plen	plin	plon	plun

blat	blet	blit	blot	blut
flat	flet	flit	flot	flut
plat	plet	plit	plot	plut
slat	slet	slit	slot	slut

glad	gled	glid	glod	glud
glam	glem	glim	glom	glum
glan	glen	glin	glon	glun
glat	glet	glit	glot	glut

clad	cled	clid	clod	clud
clam	clem	clim	clom	clum
clan	clen	clin	clon	clun
clap	clep	clip	clop	clup

Table of Monosyllables No. 6.

band	dint	bank	mist	lock	lark
hand	hint	hank	wist	rock	mark
land	lint	dank		sock	park
sand	mint	lank	bust	buck	
	tint	rank	dust	duck	jerk
bend		sank	fust	luck	merk
fend	font		gust	muck	perk
lend	wont	link	just	suck	yerk
mend		pink	lust	tuck	
rend	bunt	sink	must		cork
send	hunt	tink	rust	cart	fork
tend	punt	wink		dart	pork
vend	runt		back	hart	
wend		bunk	hack	mart	lurk
	bang	junk	jack	part	murk
bind	fang	sunk	lack	tart	
find	gang		pack	wart	barm
hind	hang	cast	rack		farm
mind	pang	fast	sack	bard	harm
rind	rang	hast	tack	card	
wind	sang	last		hard	term
		mast	beck	lard	jerm
bond	ding	past	deck	ward	
fond	king	vast	neck	yard	barn
pond	ling		peck		darn
	ring	best		pert	farn
cant	sing	jest	dick	vert	yarn
pant	wing	lest	kick	wert	
xant		nest	lick		fern
	dong	pest	nick	herb	kern
bent	gong	rest	pick	verb	
cent	long	test	rick		born
dent	song	vest	sick	barb	corn
lent		west	tick	garb	horn
rent	bung		wick		lorn
sent	dung	fist		bark	morn
tent	hung	gist	dock	cark	torn
vent	lung	hist	cock	dark	worn
went	sung	list	hock	hark	

Table of Monosyllables No. 7.

burn	halt	bulk	haft	help	ball
turn	malt	hulk	raft	kelp	call
	salt			lisp	fall
curd		cash	heft	wisp	gall
surd	belt	dash	left		hall
	felt	gash	reft	gulp	mall
bird	melt	hash	weft	pulp	pall
gird	pelt	lash			tall
	welt	mash	gift	dish	wall
girl		rash	lift	fish	
girt	gilt	sash	rift	wish	bell
	hilt	wash	sift	rasp	cell
carl	jilt			hasp	dell
marl	kilt	gush	loft		fell
	milt	hush	soft	next	hell
burl	tilt	tush		text	sell
curl			cord		tell
furl	bolt	bask	lord	such	well
hurl	colt	cask		much	bill
parl	dolt	mask	cost		fill
	jolt	task	lost	kept	gill
camp				wept	hill
damp	held	disk	host		kill
lamp	weld	risk	most	carp	mill
vamp			post	harp	nill
	mild	busk		turf	pill
gimp	wild	dusk	fort	surf	rill
limp		husk	mort		sill
pimp	bold	musk	port	dawn	till
pomp	cold	rusk	sort	fawn	dill
romp	fold	tusk		lawn	will
	gold		fact	pawn	
bump	hold	bath	pact	yawn	cull
dump	sold	hath	tact	down	dull
hump	told	lath		gown	gull
jump		path	delf	town	hull
lump	bilk		pelf	cowl	mull
pump	milk	pith	self	fowl	null
rump	silk	sith		howl	lull

Table of Monosyllables No. 8.

bull	bout	deed	food	dame	dace
full	gout	feed	mood	came	face
pull	lout	heed	rood	fame	lace
	pout	meed		game	mace
boll	rout	need	boon	lame	pace
joll		reed	loon	name	race
poll	caul	seed	moon	same	
roll	haul	weed	noon	tame	base
toll	maul		soon		case
		beer	doom	bane	
doll	four	deer	loom	cane	rise
loll	pour	jeer		fane	size
		leer	cool	lane	
buff	free	meer	fool	mane	bade
cuff	tree	peer	pool	pane	cade
huff		seer	tool	vane	fade
luff	beet	veer		wane	jade
muff	feet		boor		made
puff	leet	deep	moor	bale	wade
tuff	meet	keep	poor	dale	
		peep		gale	cage
bass	feel	weep	hoof	hale	gage
lass	heel		loof	male	page
mass	keel	beef	roof	pale	rage
pass	peel	reef	woof	sale	sage
bess	reel			tale	wage
less		book	bate	vale	
mess	been	cook	cate	wale	dine
ness	keen	hook	date		fine
miss	seen	look	fate	bare	kine
hiss	ween	rook	gate	care	line
boss		took	hate	dare	mine
loss	deem		late	fare	nine
moss	seem	good	mate	mare	pine
toss	teem	wood	pate	nare	sine
buss			rate	pare	vine
fuss	leek	boot	sate	rare	wine
	reek	cook		tare	mime
hurr	seek	hoot	lute	ware	rime
furr	week	moot	mute		time

Table of Monosyllables No. 9.

bake	bone	cake	jibe	come	rail
cake	cone	joke	kibe	some	sail
make	lone	poke			tail
lake	tone	yoke	dice	mule	vail
rake	zone	duke	lice	pule	wail
sake		puke	mice		
take	dome		nice	June	pain
wake	gome	dose	rice	lune	main
	home	hose	vice	tune	rain
cave	tome	lose			vain
gave		nose	bile	cube	wain
lave	cove	pose	file	tube	
nave	hove	rose	mile		fair
pave	rove	bole	pile	fuse	hair
rave	wove	cole	vile	muse	lair
save			wile		pair
wave	lobe	dole		pure	
	robe	jole	dire	dure	beat
cape		hole	fire	lure	heat
gape	cope	mole	hire	mure	meat
nape	hope	pole	mire		neat
rape	mope	sole	sire	mere	peat
tape	pope	bite	tire	cere	feat
	rope	cite	wire	sere	seat
daze		kite			teat
gaze	cote	mite	fife	bait	
haze	dote	rite	life	gait	deal
maze	mote	sife	rife	wait	heal
raze	note		wife		meal
	rote	bide		maid	peal
bore	vote	hide	five	laid	seal
core		nide	hive	paid	teal
fore	code	ride	live		veal
gore	lode	side	rive	bail	weal
lore	node	tide		fail	
more	rode	wide	give	hail	heap
pore			live	jail	leap
tore	dike	pipe		mail	neap
sore	like	ripe	dove	nail	reap
wore	pike	wipe	love	pail	

Table of Monosyllables No. 10.

bead	bier	boil	clap	chin	brig
lead	pier	coil	flap	skin	prig
mead	tier	foil	slap	shin	swig
read		moil	chap	spin	twig
	rein	soil	snap	thin	
head	vein	toil	trap		play
lead				stem	clay
read	boat	doit	stab	them	flay
	coat	coit	slab		bray
bean	goat		blab	drip	dray
dean	moat	brag	drab	grip	fray
lean		crag	crab	trip	pray
mean	coal	drag	scab	slip	tray
wean	foal	shag		clip	stay
yea	goal	slag	star	flip	slay
		snag	spar	ship	
beak	boar	stag	char	skip	prey
leak	goar		scar	snip	trey
peak	roar	flat		chip	grey
weak	soar	plat	fled		they
		chat	shed	crop	
beam	foam	spat	sped	drop	flit
ream	loam	brat		prop	slit
seam	roam	that	fret	shop	brit
team			tret	chop	grit
	loan	clam		slop	spit
dear	moan	flam	slid	stop	smit
fear	roan	sham	chid		chit
gear		slam		clod	
hear	soap	dram	glen	plod	spun
near	soak		when	shod	shun
rear		bran	then		stun
sear	coax	cran		blot	
tear	hoax	clan	brim	plot	drub
year		plan	grim	clot	grub
	goad	scan	prim	trot	club
bear	load	span	trim	grot	slub
pear	road	than	slim	spot	chub
tear	toad		skim	shot	snub
wear	woad			scot	stub

Table of Monosyllables No. 11.

glut	blur	draw	drew	brow
slut	slur	thaw	grew	prow
shut	spur			
scut		blew	blow	blue
sput	frog	slew	flow	flue
	grog	stew	glow	glue
drum	prog	chew	grow	clue
gram				true
plum	claw	brew	show	
chum	flaw	crew	snow	flea
scum	craw		stow	plea

Table of Monosyllables No. 12.

 IRREGULARS.

babe safe vase—rude ruse sure hugh fume—done none
 gone have—whir whur—cusp bulb gild—monk desk
 push dirk duct sect—fund bald hurt herd pint—lomp hemp
 firm form film helm—moth turf—ruff tiff jagg butt buzz
 each ease eave east—fief ceil mien—news newt lewd mewl—
 lieu view suit—glib cloy clef step—flax flux scud—
 arch urge etch edge else itch rich inch—soul four sloe beau
 oath tour door—loud noun sour thou—daub laud cauf
 lens suds calx lynx zinc—aunt heir earl earn—coze wool
 said deaf feud—this thus quit twit—from wolf does doth dost
 coif void type gyve—with were your—word work wort worm
 wold want wand—warm warn wasp whet whey—whip whin whim
 swab swag swop sway—swim swam swum swan loaf doze

The Men and the Oats.

Will you go now and see the men mow the oats? O yes, I like to see the men at work in the fields. I like to see them cut down the oats, and take them to the barn.

Let us look at an oat. See this, it is in the husk. Now I take the husk off, here is the oat. Show it to me. Put it in the palm of my hand that I may look at it.

I saw the men sow the oats. Then I saw the oats when they had just come up. Then they were like fine grass. I saw them then grow up. Now I see the oats hang on the top of the stem.

The Lark.

Hark ! do you not hear the lark ? Yes, I do ; I love to hear him. Can you see him ? Look up—put your hand up to hide the sun from your eyes. Do you see him ? Yes, I see him now : he seems a mere spot.

The Dog in the Park.

Go out now, the day is fine, and not too hot ; but do not go too far. May we go to the Park ? Let us try to run to the top of the hill. Did you see the dog in the Park ? How he ran ! Now he barks. Will he bite ? Let us go back, for it is dark. We are to go to bed at nine, and get up at five.

Boat, Lake, Men, Corn.

Look out and see if it is a fine day. O yes, it is. At noon, we may take a boat and sail down the lake. When we come back, we will all go to see the men sow the corn. The men will not sow the corn to day, but will do so in a day or two.

Dew, Glen, Barn, Corn.

The sun is up now and the sky is blue. The dew is still on the rose tree. It will be hot to day. Let us go and sit down in the glen. It is cool here. Now let us go to the old barn, and see the men take in the corn. The sun is high now, and we are hot. Let us go home and rest.

Italic Alphabet.

A B C D E F G H I

a b c d e f g h i

J K L M N O P Q R

j k l m n o p q r

S T U V W X Y Z

s t u v w x y z

Reading Exercise in Italic.

Do harm to no one. Do good to all.

What you do, try to do it well.

Do that which is right—say that which is true.

Cease to do evil, and learn to do well.

It is not so good to say well as to do well.

A good boy will not tell a lie.

Be kind and true to all.

Do to all men as you wish all men to do to you.

Sin is the cause of all our pain and woe.

Spelling Exercise.

moth-er
fa-ther
gath-er
high-er

walk-ing
fly-ing
flow-er
pret-ty

hon-ey
hay-rick
din-ner
mas-ter

THE IDLE BOY.

There was once a little boy, who had very little sense. He was not a big boy, for if he had been a big boy, I think he would have been wiser. But this was a very little boy, not higher than the table : and his father and mother sent him to school.

It was a very pleasant morning, the sun shone and the birds sang on the trees. Now this little boy did not love his book, for he was an idle little boy, and had a great mind to play, instead of going to school.

As he was walking along, he saw a bee flying about, first upon this flower and then upon that. So the little boy said to the bee,—“ Pretty bee, will you come and play with me ?” But the bee said—“ No, I must not be idle ; I must go and gather honey.”

The Idle Boy continued.

Then the little boy met a dog, and he said—
“Dog, will you come and play with me?” But
the dog said—“No, I must not be idle ; I am
going to catch a hare for my master’s dinner ; and
I must make haste and catch it.”

Then the little boy went near a hay-rick, and
he saw a bird pulling some hay out of the hay-
rick ; and he said—“Little bird, will you come
and play with me?” But the bird said—“No, I
must not be idle ; I must get some hay to build
my nest with, and some moss, and some wool.”
So the little bird flew away.

Then the little boy saw a horse, and he said—
“Horse, will you come and play with me?”—
But the horse said—“No, I must not be idle ; I
must go and plough, or else there will be no corn
to make bread of.”

Then the little boy thought to himself—“I
cannot find any one idle. Then I think little boys
must not be idle either.” So he made haste and
went to school, and learnt his lessons very well ;
so that the master said he was a very good boy.

Spelling Exercise.

im-prove
mis-chief

shi-ning
open-ing

skil-ful-ly
la-bours

WE MUST NOT BE IDLE.

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower.

How skilfully she builds her cell,
How neat she spreads her wax ;
And labours hard to store it well
With the sweet food she makes.

In works of labour or of skill,
I would be busy too ;
For idle hands some mischief still
Will always find to do.

DO AS YOU WISH TO BE DONE BY.

Be you to others kind and true,
As you'd have others be to you ;
And never do or say to men,
That which you would not like again.

Spelling Exercise.

lit-tle	chil-dren	peo-ple
cur-ly	be-cause	rea-son
head-ed	hon-est	an-swer
al-ways	trot-ted	pleas-ant

THE TRUTHFUL BOY.

Once there was a little boy,
With curly hair and pleasant eye ;
A boy who always told the truth,
And never—never told a lie.

And when he trotted off to school,
The children all about would cry—
There goes the curly-headed boy,
The boy who never tells a lie.

Every body loved him so,
Because he always told the truth ;
And every day as he grew up,
'Twas said—there goes the honest youth.

And when the people that stood near,
Would turn to ask the reason why,
The answer would be always this—
Because he never tells a lie.

Table of Monosyllables No. 13.

brass	still	bleed	blood	cling	slunk
grass	spill	breed	flood	sling	skunk
glass	skill	speed			stunk
class	frill	creed	sooth	prong	
	trill	steed	tooth	thong	shark
bless	drill				spark
cress	chill	cheer	beech	stang	stark
dress	swill	sheer	leech	clang	
chess	quill	sneer		slang	check
press		steer	queer		speck
tress	dwelt	flee	queen	stung	fleck
guess	shell			flung	
	smell	brook	bland	slung	stick
cross	spell	crook	gland	clung	trick
dross	swell	shook	brand		crick
gloss	quell	flook	grand	blank	chick
truss			stand	plank	click
	droll	bloom		clank	prick
staff	troll	gloom	blend	flank	thick
draff		broom	spend	slank	
chaff	dwelt	groom		drank	black
quaff	smelt		blind	frank	clack
		stoop	grind	prank	slack
stiff	sheep	droop		brank	track
sniff	sleep	troop	spent	crank	crack
skiff	creep	sloop	scent	stank	brack
chiff	steep	scoop		shank	smack
whiff		swoop	plant	thank	snack
	sheet	swoon	slant		
scoff	sleet	spoon	grant	drink	block
cloff	fleet	spool	scant	chink	clock
	greet	shoot		clink	flock
snuff		proof	blunt	slink	frock
stuff	cheek	booth	grunt	stink	
	sleek	goose	brunt	think	stock
small	creek	moose	stunt	blink	shock
stall		loose		twink	crock
scall	green		bring		smock
	gleen	sweet	sting	trunk	brock
	sheen	sweep	fling	drunk	

Table of Monosyllables No. 14.

truck	filch	smart	clasp	verse	shape
pluck	milch	chart	grasp	terse	crape
stuck		start			grape
chuck	plash		burst	purse	
cluck	clash	blest	durst	curse	brave
	flash	chest		nurse	grave
bench	trash	crest	boteh	burse	stave
tench	slash		notch		drave
wench	crash	draft		taste	glave
	smash	craft	print	paste	slave
finch		graft	stint	waste	shave
pinch	brush	shaft		baste	
winch	blush		pence	haste	snake
	flush	cleft	fence		drake
bunch	plush	theft	hence	horse	brake
punch				morse	flake
lunch	flesh	drift	sense	corse	spake
munch	fresh	clift	tense	gorse	stake
hunch		shift	dense		slake
	march			bathe	shake
match	larch	strap	since	lathe	
patch		scrap	mince		blame
catch	marsh		wince	delve	flame
latch	harsh	strip		helve	frame
batch		scrip	range		prame
hatch	broth		mange	plate	shame
watch	cloth	split		slate	
	troth	sprit	singe	prate	plane
fetch			hinge	grate	crane
ketch	stamp	scrub		state	thane
retch	cramp	shrub	purge	skate	
vetch	clamp		gurge		grime
	champ	churn	surge	blade	prime
ditch		spurn		spade	clime
bitch	plump		serge	trade	crime
pitch	stump	short	verge	shade	chime
fitch	thump	snort		glade	slime
hitch	crump		serve		
witch	clump	trust	nerve	globe	brine
	chump	crust		probe	chine

Table of Monosyllables No. 15.

shine	broke	barge	bleat	tease	coach
spine	smoke	large	cheat	lease	poach
trine	spoke	marge	treat		loach
thine	choke	targe		plain	roach
	stoke		dream	train	
stone		bribe	cream	brain	boast
drone	prose	tribe	bream	drain	toast
prone	brose		gleam	chain	roast
crone	close	gripe	fleam	grain	coast
	chose	tripe	steam	stain	
blaze	those	snipe		slain	board
glaze	gloze		clean	blain	hoard
braze		bride	glean	twain	
	glove	slide		swain	float
blare	shove	chide	clear		bloat
flare			shear	braid	gloat
glare	stale	prude	smear	staid	stoat
share	scale	crude	spear		scoat
snare			drear	snail	groat
spare	badge	spite	blear	flail	
stare	fadge	smite		frail	cloak
scare			beach	grail	croak
	hedge	price	peach	trail	
snore	ledge	trice	teach		pound
shore	wedge	spice	reach	plait	found
store		slice		trait	sound
score	ridge		beast		bound
	midge	bread	feast	chair	round
globe		dread	least	stair	mound
probe	hodge	stead	yeast		hound
	lodge	tread		paint	
slope	dodge		leave	taint	count
grobe	podge	speak	heave	faint	fount
trope		creak	reave	saint	mount
scope	budge	bleak	weave		
	judge	sneak		raise	couch
drove	fudge	steak	cease	baize	pouch
grove		break	lease	maize	vouch
stove					louch
clove	prize				
	brize				

Table of Monosyllables No. 16.

south	haunt	drown	moist	siege	straw
mouth	taunt	frown	joist	liege	scraw
	daunt	clown	foist		
house	jaunt		roist	worth	threw
mouse	gaunt	growl	hoist	world	screw
louse	vaunt	prowl		worse	shrew
douse		crowl	point	worst	strew
souse	pause	thowl	joint		
	cause			torch	throw
rouse	gauze	bourn	poise	porch	strow
house		mourn	noise		
touse	shawl			forge	spray
	crawl	group	broil	gorge	stray
spout	drawl	croup	spoil		
shout	brawl			north	tithe
snout		moult	brief	forth	hithe
trout	drawn	poult	chief		lithe
clout	prawn		grief	birth	
grout	brawn	build	thief	mirth	spasm
flout	spawn	guild			chasm
stout			field	learn	plasm
scout	blown	built	shield	yearn	phasm
glout	grown	guilt	wield		
	shown	quilt	yield	guest	dwarf
proud				quest	scarf
cloud	brown	fruit	piece		
croud	crown	bruit	niece		

IRREGULARS.

width	nymph	chyme	feint
depth	lymph	chyle	skein
	sylph		
filth		niche	ache
fifth	laugh	guage	shoe
sixth	burgh	pshaw	once

Table of Monosyllables No. 17.

IRREGULARS.

valve	court	sware	sport	twist
carve	mould	swear	stork	twirl
farce	touch	swore	croft	shone
parse	young	sworn	frost	stole
garth	youth	swoln	blond	scold
lanch	wound	swang	front	shoal
	gouge	swept	thorp	groan
belch	gourd	sweat	spurt	sprat
perch	joust	swash	scurf	sprig
birch		swamp	churl	strut
	faith	swarm	cheap	strop
midst	waist	sward	sheaf	throb
bilge	laird	sword	steal	three
tinct			plead	scald
	quake	chant	brute	child
solve	quack	flask	flute	truth
force	quart	blast	prune	great
tongs	guard	scalp	truce	broad
month		snarl	cruse	fraud
	quean	charm	smile	smote
curve	querk	track	drive	plaid
furze	quote	tract	spire	claim
lurch	quoth		spike	shall
budge		shelf	stage	shalt
pulse	quite	stern	chace	flour
dunce	quick	blend	chafe	sauce
	guide	fiend	swale	geese
death	guile	heart	theme	reeve
dealt	guise	clerk	scene	teeth
realm	juice	crisp	glebe	wheel
heard		grist	these	brood
pearl	tweak	prism	their	squib
earth	twang	crimp	there	squab
meant		chirp	where	skull
	whelm	skirt	which	bliss
leash	wharf	lieve	whist	gross
beard	voice	sieve	whisk	loath
peace	chord	corps	scarf	maund

Table of Monosyllables No. 18.

Words in which silent Letters occur.

K	W	GH	L	H
knit	wren	light	chalk	herb
knot	wrench	sight	stalk	heir
knob	wrist	right		hour
knop	wrest	fight	folk	thyme
knab	wrath	might	yolk	rhyme
knap	wroth	bight		rhomb
knag	wreath		calf	ghost
knew	wreathe	aught	half	myrrh
know	writhe	ought	calve	
known	wright	taught	halve	UE
knee	wrought	naught	salve	
kneel	who	fraught	calm	vague
knead	whose	bought	balm	vogue
knelt	whom	fought	palm	rogue
knife	whole	sought	psalm	fugue
knitch		nought	qualm	pique
knell	G	brought	helm	plague
knoll		thought	auln	league
knock	gnat			teague
knack	gnaw	blight	B	brogue
knave	gnash	flight		cinque
knead	gnarl	slight	lamb	
knight		plight	jamb	N
knout	sign	fright	dumb	
	deign	bright	numb	hymn
W	feign		plumb	lymn
writ	reign	eight	thumb	kiln
write	phlegm	eighth	crumb	damn
wrote		weigh	tomb	
wrap	GH	neigh	coomb	S
wry	sigh	pugh	bomb	
wring	nigh	L	comb	isle
wrong	high		limb	aisle
wrung	thigh	talk	debt	CH
wreck	night	walk	doubt	
wreak	hight	balk		drachm
wretch	tight	calk		yacht

Table of Monosyllables No. 19

Containing Words of Six and Seven Letters.

blanch	scream	cringe	sponge	piece
branch	squeak	fringe	plunge	fierce
scranch	streak	springe		tierce
			launch	
blench	sprain	pledge	haunch	praise
trench	strain	fledge	paunch	fraise
drench		sledge		phrase
clench	spread	dredge	breech	chaise
	thread		speech	
clinch		drudge		chouse
flinch	shroud	grudge	ounce	grouse
	stroud	sludge	pounce	
blotch		smudge	bounce	dearth
crotch	thrash		founce	hearth
	splash	spleen	frounce	
stitch		screen		breathe
flitch	sprawl		crease	sheathe
	crawl	scheme	grease	
sketch		phleme		would
stretch	clutch		coarse	could
	crutch	strive	hoarse	should
preach	smutch	shrive		
breach			course	weight
bleach	thatch	splice	source	freight
	snatch	thrice		
sheath	scratch		cheese	height
wreath		throve	sneeze	sleight
	thrall	strove	breeze	
health	thrill	shrove	freeze	
wealth	shrill		squeeze	
stealth	thrift	prance	wheeze	
		trance		
stream	change	chance	grieve	
scream	strange	glance	thieve	
	grange			

Table of Monosyllables, No. 20.

IRREGULARS.

spring	strait	starch	breast	plaint
sprang	scrape	starve	breath	quaint
sprung	screech	scourge	brooch	quench
string	shrimp			quince
strang	sprout	chaste	search	
strong	spruce	scarce	scorch	thwart
strung	squall	charge	corpse	thwack
strike	squill	sparse		swathe
struck	squint	sphere	thirst	whence
strake	squirt		thence	
stride	squash	prince	prompt	swerve
stripe		priest		twelfth
strife	thrust	please	choice	warmth
strict	thrush	plinth	church	craunch
sprite	throng	splint	sluice	
shrink	throne		bruise	length
shrunk	thrown	fleece	crouch	drought
shrank	throat	seethe	clause	draught
shrine	threat	beeves	lounge	draughts
strand		cleave	friend	straight
		frieze	flaunt	strength

O U G H

The following List contains the various Sounds represented by O U G H, with the pronunciation indicated.

<i>o</i>	<i>aw</i>	<i>ow</i>	<i>uff</i>
dough	ought	bough	rough
though	bought	plough	tough
borough	fought	drought	chough
thorough	nought	off	slough
furlough	sought	cough	ok
oo	thought	trough	lough
through	wrought	up	hough
		hic-cough	shough

Spelling Exercise.

les-son	over-look	coun-sel
end-ed	vir-tue	spell-ing
pre-cepts	re-mem-ber	ex-er-cise

DON'T FORGET YOUR LESSONS.

When a lesson is ended, do not cast it away,
Nor its precepts over-look when you are busy at
play ;

And let truth, love, and virtue be your guides all
the day.

And let each one remember that he ought to obey
The kind counsels which are given to teach him
his way ;

And let truth, love, and virtue be your guides all
all the day.

NEVER THROW STONES.

John threw a stone down the street. He did not mean to do any harm ; but just as the stone went out of his hand, an old man came in the way, and it struck him on the head, and made it bleed ; and the wound gave him great pain. John ran off as fast as he could ; and it may be that he does not know how much ill he has done. But if he knows this, and is a good boy, it would grieve him very much to think that he had hurt the old man. And he will look on it as a sin, to be so void of thought as to do so rash a thing. All boys should learn from this, *never to throw stones.*

WHAT MUST WE DO TO OUR ENEMIES ?

Read what Christ says in his Sermon on the Mount.

Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy.

But I say unto you, LOVE YOUR ENEMIES, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you :

That ye may be the children of your Father which is in heaven ; for he maketh his sun to shine on the evil and on the good, and sendeth rain on the just and on the unjust.

- For if ye love them which love you, what reward have you ? Do not even the publicans the same ?

And if ye salute your brethren only, what do ye more than others ? Do not even the publicans so ?

Be ye therefore perfect, even as your Father which is in heaven is perfect.

THE DIVINE PRECEPT.

Therefore all things what so ever ye would that men should do to you, do ye even so to them.

Spelling Exercise.

youth-ful	lov-ing	mu-sic
learn-ing	be-hold	hap-py
sci-ence	stu-dy	u-ni-ted
pa-rent	ap-pears	peace-ful

AWAY TO SCHOOL.

Our youthful hearts for learning burn—

Away, away to school !

To science now our hearts we turn—

Away, away to school !

We turn from home and all its charms,

And leave our parents' loving arms—

Away, away to school !

Behold, a happy band appears—

Away, away to school !

The shout of joy now fills our ears—

Away, away to school !

Our voices ring in music sweet,

When with our friends in school we meet—

Away, away to school !

No more we roam in idle play—

Away, away to school !

In study now we spend the day—

Away, away to school !

United in a peaceful band,

We're join'd in heart, we're join'd in hand—

Away, away to school.

EXAMPLES AND EXERCISES

IN THE

REITERATIVE OR MECHANICAL METHOD OF SPELLING.

The *Teacher* gives out the word UNDER.

Pupil, u-n un—

d-e-r der, under.

T. UNDERSTAND.

P. u-n un—

d-e-r der, under—

s-t-a-n-d stand, understand.

T. UNDERSTANDING.

P. u-n un—

d-e-r der, under—

s-t-a-n-d stand, understand—

i-n-g ing, understanding.

T. MISUNDERSTANDING.

P. m-i-s mis—

u-n un, misun—

d-e-r der, misunder—

s-t-a-n-d stand, misunderstand—

i-n-g ing, misunderstanding.

T. DUTY.

P. d-u dew, t-y te, duty.

T. JULY.

P. J-u jew, l-y li, July.

T. BEAUTY.

P. b-e-a-u bew, t-y te, beauty.

T. BEAUTIFY.

P. b-e-a-u bew—

t-i te, beaute—

f-y fi, beautify.

T. ODISIOUS.

P. o sounds o—

d-i de, odi—

o-u-s us, odious.

T. UNION.

P. u sounds u—

n-i ne, uni—

o-n on, union.

T. ETERNITY.

P. e sounds e—

t-e-r ter, eter—

n-i-t nit, eternit—

y sounds e, eternity.

T. ANXIETY.

P. a-n ang—

x-i zi, anxi—

e-t et, anxiet—

y sounds e, anxiety

<i>T.</i> IDENTIFY.	<i>P.</i> i sounds i— d-e-n den, iden— t-i te, identi— f-y ñ, identify.
<i>T.</i> FERTILE.	<i>P.</i> f-e-r fer— t-i-l-e til, fertile.
<i>T.</i> FERTILIZE.	<i>P.</i> f-e-r fer— t-i-l til, fertil— i-z-e ize, fertilize.
<i>T.</i> FERTILITY.	<i>P.</i> f-e-r fer— t-i-l til, fertil— i sounds e, fertili— t-y te, fertility.
<i>T.</i> FERTILIZATION.	<i>P.</i> f-e-r fer— t-i-l til, fertil— i sounds i, fertili— z-a za, fertiliza— t-i-o-n shun, fertilization.

MISCELLANEOUS SPELLING EXERCISES,

Which must be spelt strictly according to the reiterative method set forth in the foregoing examples. It is decidedly the most effectual method by which to teach correct spelling.

cord	per-form	com-po-si-tion
ac-cord	per-form-ance	de-po-si-tion
ac-cord-ing-ly	de-fer	im-po-si-tion
af-fect	re-fer	op-po-si-tion
af-fect-ed	con-fer	prep-o-si-tion
af-fect-ed-ly	dif-fer	prop-o-si-tion
af-fec-tion	pre-fer	cir-cum-am-bu-late
af-fec-tion-ate	trans-fer	cir-cum-flu-ent
af-fec-tion-ate-ly	con-fer-ence	cir-cum-nav-i-gate
af-firm	in-fer-ence	cir-cum-nav-i-ga-tion
af-firm-a-tive	pref-er-ence	cir-cum-stance
af-firm-a-tive-ly	cir-cum-fer-ence	cir-cum-stan-tial
form	com-pose	ac-cu-sa-tion
in-form	de-pose	men-su-ra-tion
de-form	ex-pose	com-mu-ni-ca-tion
trans-form	im-pose	ex-am-in-a-tion
trans-form-a-tion	op-pose	de-ter-min-a-tion
re-form-a-tion	sup-pose	con-ster-na-tion

SECTION III.

A SERIES OF EXERCISES

ON THE

CORRECT SOUND OF LETTERS,

AND THE

PROPER PRONUNCIATION OF WORDS,

Setting forth all the irregularities and difficulties of English Orthography, and forming a complete Key to English Pronunciation.

(N.B.—The following Exercises on Articulation and Pronunciation are of the utmost Importance, and must be carefully and correctly taught, with many repetitions.)

VOWELS AND CONSONANTS.

The English Alphabet contains Twenty-six Letters, namely,


a b c d e f g h i j k l m n o p q r s t u v w x y z

Seven of these can be sounded without the aid of any others, and are called Vowels—(that is, Voices or Vocal Sounds); these are

a e i o u w y

U, W, and Y are also Consonants.

W and Y, (when they begin a word or syllable) represent Consonant Sounds.

 Long U also, (when it begins a word or syllable) represents a Consonant Sound.

The other Nineteen Letters can only be *sounded* with the help of the Vowels, and are therefore called *Con-sonants*.

VOWELS.

There are Five Varieties of Vowel Sounds.

VOWEL SOUNDS, NO. 1.

ma	me	mi	mo	mu
ta	te	ti	to	tu

When the Vowels *a e i o u* are sounded with the Consonant which immediately *precedes* them (as in the preceding examples) they are pronounced exactly like their Alphabetic Names—*a e i o u*—and are then called *Long* or *Free* Vowels.

VOWEL SOUNDS, NO. 2.

am	em	im	om	um
at	et	it	ot	ut

When these Vowels are sounded in connexion with the Consonant which immediately *follows* them (as in the above examples) they have a different sound, and are then called *Short* or *Stopt* Vowels.

Exercises on the Long and Short Vowels.

(To be read off in pairs.)

<i>Short.</i>	<i>Long.</i>	<i>Short.</i>	<i>Long.</i>	<i>Short.</i>	<i>Long.</i>
ban	bane	mad	made	rod	rode
can	cane	met	mete	cot	cote
fan	fane	bid	bide	dot	dote
man	mane	hid	hide	not	note
pan	pane	rid	ride	rot	rote
bat	bate	bit	bite	rob	robe
fat	fate	sit	sits	hop	hope
hat	hate	din	dine	mop	mope
pat	pate	fin	fine	con	cone
mat	mate	pin	pine	fir	fire
rat	rate	win	wine	sir	sire
bad	bade	cod	code	cur	cure
lad	lade	nod	node	her	here

VOWEL SOUNDS, NO. 3.

ar	er	ir	or	ur
are	ere	ire	ore	ure

When the Vowels are followed by the letter R, (as in the above examples) they combine or blend with it (producing a peculiar modification) and may be conveniently called *Blended Vowels*.

VOWEL SOUNDS, NO. 4.

above below idea hero humane

When the Vowels occur in syllables which have no accent (as in the above examples) they lose a part of their distinctness, and may be conveniently called *Unaccented Vowels*.

VOWEL SOUNDS NO. 5.

Besides the Vowel Sounds already described, there are other Vowel Sounds which cannot be represented by any single Letter in the Alphabet, namely—

Long OO, as in *food*—Short OO, as in *good*
 AW as in *law*,—OY as in *boy*,—OW as in *cow*
 And A (*ah*) as in *father*.

These may conveniently be called *Irregular Vowels*.

All the fore-going five kinds of Vowel Sounds are represented in English words by various combinations of letters, as will be seen in the following examples, which contain a complete collection of all the vowel sounds in the English Language.

Notation of Vowel Sounds.

The Long or Free Vowels are usually marked (in works on Pronunciation) with a strait line over each, thus—

\bar{a} \bar{e} \bar{i} \bar{o} \bar{u}

and represent the vowel sounds in the following words—

mate mete mite mote mute

The Short or Stopt Vowels are marked with a small semi-circle over each, thus—

ă ē ĭ ō ŭ

and represent the vowel sounds in the following words—

bat bet bit bot but

Notation of Pauses, or Rests.

As proper pauses in reading are of essential importance, the habit of observing them should be acquired as early as possible. The relative lengths of the various Pauses is indicated in the following Exercises by numbers (enclosed in parentheses), which the pupils must be instructed to count—at first aloud and afterwards mentally. The habit of attention to the pauses will thus be easily and effectually formed.

Relative Length of the Pauses.

At a Comma—marked thus (,)—count 1.

At a Semicolon—marked thus (;)—count 2.

At a Colon—marked thus (:)—count 3.

At a Period—marked thus (.)—count 4.

N.B.—All the following Exercises on the Vowels and Consonants must first be learnt as a *Spelling Lesson*, and then they must be *read* according to the following method :—The teacher must begin by pronouncing the first word in a clear and distinct tone, which must be imitated by the class simultaneously. He must then proceed to the second word in like manner, and so on to the end of the first paragraph. He must then repeat the same Exercise, pronouncing two words in immediate succession, which must be repeated by the class in like manner. He must again repeat the same Exercise a third and fourth time, with three and four words, respectively, in each utterance ; and the same method must be adopted in every succeeding Exercise.

It is scarcely necessary to say that the teacher or monitor himself must be able to read and pronounce properly.

REPRESENTATION OF VOWEL SOUNDS No. 1.

LONG OR FREE VOWELS.

a e i o u

The sound of long or Alphabetic "a" is represented by the following combinations :—

*ai ay ao ait, ea ei ey, ua, aig eig aigh eigh, alf ag
ah aye, eighe eye heir.*

- a** ape ail aid air *heir*, (1) say nay neigh yea ; (2) rain rein babe mate, (1) made maid ate eight : (3) pray prey whey waist ; (2) way weigh great grate trait. (4) guage steak veins deign reign, (1) paint feint sware swear. (4) grange plague ; (2) weight freight straight champagne dahlia : (3) flayed played weighed conveyed *heir*. (4) ancient chamber chasten hasten, (1) convey inveigh able neighbour ; (2) arraign bravado halfpenny placable feignedly heinous. (4)

The sound of long or Alphabetic "e" is represented by the following combinations :—

ee ea ei eo ie ua es eg æ œ uay i ui hæ eigh.

- e** me see pea eel eke key quay eat ; (2) feet week weak year mean ease ceil tree : (3) green glebe beard niece seize, (1) pique lieve grieve wreath shriek ; (2) freeze freize preach leisure. (4) magazine musquito minutæ diarrhæa Leigh fœtus. (4) treaty either neither ; (2) Cæsar people demesne : (3) critique profile conceit deify breviary ; (2) receiver obeisance irremediable inveigle œsophagus. (4)

The sound of long or Alphabetic "i" is represented by the following combinations :—

ie ui uy ic ig is ais igh eigh eye y. cy

- i** by fly buy eye, (1) sky die lie ; (2) time type mind sign, (1) pint isle aisle high ; (2) guide guise thigh, (1) night height sleight. (4) island dyer china viscount buyer ally mankind defies replied beguile indict condign benign malign oblige : (3) satiety maniacal hypocondriacal. (4) sky kind guide guise beguile scythe. (4)

The sound of long or Alphabetic "o" is represented by the following combinations :—

oa oe ou ol ow ew ho owe eau aut ough oat.

- O** no go so sow sew tow,(1) mow owe oak oats foe own ;(2) dome host roll gold folk,(1) loth goal shew glow beau soap rogue ghost gross,(1) clothe dough though; four score shore snore.(1) oval only sojourn soldier,(1) molten yoeman;(2) moulder hautboy revolt,(1) bureau encroach,(1) popery poetry ;(2) towardly frowardly poulterer,(1) sower mower pour sowed boatswain.

The sound of long or Alphabetic "u" is represented by the following combinations :—

ue ui eu eo ew ug you yew ewe ieu iew eau

- U** use dew hue,(1) you ewe yew,(1) blew blue lieu view;(2) tune tube duke,(1) suit fued sued.(4) beauty Tuesday redace,(1) abuse repute imbue,(1) impugn duty pursuit.(4) jew lewd lute juice,(1) lucid juror luminous juvenile:(3) useful union universal humour human.(4)

REPRESENTATION OF VOWEL SOUNDS, No. 2.

SHORT OR STOPT VOWELS, AS HEARD IN

at et it ot ut

- at** an am at as—mat mad add bad, fat gas ant; hath bade shall have, past hasp clasp plaid. acrid aloe patent drama, tassel tarry baron placid; abrogate amorous sacrament, pacify natural raillery; charity paradise abandon, decanter companion imagine; enamel example fantastic, castle crafty basket mastiff: waft plant grant mast glass.

- et** met get yet egg, ell elk elm; head deaf said, says bread friend strength. preface kettle bestial, engine special epoch fætid; wainscot breakfast heifer, leopard sterile squirrel; again against panegyric, breast breath rhetoric. guess bury many Thames Wednesday, Leicester gun-wale answer.

it in is if—sit did big fig, dip hyp imp ink; sing wind wish, give sieve live. living minim frigid, cygnet visor women synod; pretty busy vineyard, spirit lyric dynasty; tyranny provision, litigious implicit hostile fertile build. lettuce forfeit breeches marriage. rhythm guinea exhibit invalid (adj.) boatswain.

ot of on ox; not hot mob mop, top off wan was; gone stop shone wrath, bond cough trough yacht; moth broth froth, cost frost toss moss gloss. hostile jocund prologue, knowledge torrid florid; monologue quality quantity, laudanum sovereign.

ut us cut cud mud bud, bun gun sun fun run; son sup cup such dove, does dost doth done; some front young touch, rough tough chough; tongue blood flood fulsome punish study, comfort covert combat, wanted hurry syrup; above enough pommel, onion housewife double; cousin southern colander, somerset covetous courage thorough.

REPRESENTATION OF VOWEL SOUNDS, No. 3.

BLENDED VOWELS.

ar er ir or ur

ar bar star are, arm bard barb, art ark lark clerk; mart heart car card guard.

er err erst term irk, mirth myrrh earl pearl earn; earth dearth heard, hearse learn were. merchant nervous vernal derby, virgin virtue early learning—girt girl earnest conquer.

or for nor orb, form gorge chord, war warm dwarf; quart warn. border dormant orphan, warbler warden quarter; performance important.

ur fur cur her sir, burn turf furl pert, stir bird third; word work, leisure burnish curtain journey, colonel coward.

are ere ire ore ure oor ower

are *dare fair bear there heir ne'er, compare despair*

ere *here hear mere cheer, fear near bier tier pier.*

ire *fire hire lyre, pyre, choir buyer.*

ore *pour door port, floor oar more.*

ure *pure cure ewer, newer fewer your.*

oor *poor boor moor, tour brewer doer.*

ower *hour scour flour, power shower flower.*

REPRESENTATION OF VOWEL SOUNDS, No. 4.

UNACCENTED VOWELS.

ah e i o u

ah *above abundant baboon, cabal data comma; villa china umbrella, banana diploma enigma.*

e *event eject become, believe divest divorce; dilute finance, dirty lately Sunday medley: journey appetite benefice, simile recipe parliament: miniature prophecy civility vicinity: epitome catastrophe geometry.*

i *idea hiatus diurnal, bidental citation primeval. qualify occupy multiply, prophesy itinerant biography. hyperbole piratical diameter.*

o *hero motto solo, sorrow barrow fellow window; thorough furlough; profane romance obey. advocate absolute crocodile, opposite obsolete syllogism coherent, domestic opinion original. philosophy philology philanthropy.*

u *humane bureau usurp; fusee ague status virtue. rescue simulate masculine, monument genuine; obdurate residue avenue.*

at et it ot ut

- at* husband verbal combat, *abjure* admit baptism; instantly penalty valiantly temperance.
- et* silent goodness anthem, counsel novel model; vessel sudden chicken; providence decency enlighten.
- it* pencil pupil council, latin marriage carriage; village courage furnace, biscuit conduit lettuce; women servile docile, se'n-night post linen; permit housewife captain; mountain forfeit foreign; cowardice benefice infinite counterfeit; sovereign handkerchief.
- ot* confer conduce converse; command postillion.
- ut* gamut cherub surplus, parrot blossom nation; felon demon tenon, sermon waggon mucous pious; factious vacuum occiput; unison skeleton covetous; decorum horizon.
- ur* grammar robber nadir, martyr author sulphur; acre lustre, mower mayor.

REPRESENTATION OF VOWEL SOUNDS, No. 5.

IRREGULAR VOWELS.

Long OO, as in *food*—Short OO, as in *good*—
 AW as in *law*—OY as in *boy*—OW as in *cow*—
 And A (*ah*) as in *father*.

OO do too coo, who food fool, move lose tomb; true shoe boot
 prove; brute fruit group wound; losing proving druid
 through improve behave; recruit imbrue canoe gamboge
 whose whom.

oot bull full pull—put push good wood, foot wool hood wolf;
 pulley ruthless, pulpit butcher cushion sugar woman.

a (*ah*) path hath half; balm psalm palm, sha'n't laugh
 aunt; father rather almond, jaundice calf calve.

aw all awl awe law, daw jaw paw raw saw; ball call fall gall, hall pall mall tall, wall stall bawl; halt salt malt talk walk balk stalk chalk. lawn dawn fawn pawn, yawn drawn brawn spawn prawn; claw flaw draw thaw war warm warn warp daub laud. pause cause sauce shawl; crawl brawl drawl straw; always water broad groat. haunt taunt vaunt, flaunt fault vault; bought fought sought, nought brought thought; aught caught taught fraught, naught naughty haughty; falcon augur nauseate gauze.

oy boy toy coy joy, oil soil toil boil, broil troy buoy; point choice voice poise noise; employ embroil appoint avoid alloy.

ow cow bow how now, row sow vow owl out; down gown town; fowl howl cowl; loud noun sour thou; found pound sound bound, round mound bound; count fount mount; couch pouch vouch; south mouth. shout sport snout trout, flout stout scout; proud cloud crowd; growl prowl. brown crown drown frown clown. bounteous fountain, thousand vowel powder; dowry astound profound, profound arouse drowned; without endow renown ground lounge; plough bough drought towel.

CONSONANTS.

REPRESENTATIONS OF CONSONANT SOUNDS.

H [The Aspirate.]

There are a few English words in which the letter H occurs, but in which it is not pronounced—they are the following:—

Heir—heiress
Herb—herbage
Hospital—hostler
Hour—hourly

Honest, with its derivatives
Honour, with its derivatives
Humour, with its derivatives

In all other cases where H occurs it must be pronounced.

In the following words which begin with WH, the W is silent.

who whose whom whole

In every other case in which WH occurs, the H is sounded before the W, as in "whale, wheat," &c., which are pronounced "h-wale, h-weat," &c.

The letters printed in *Italic* indicate where the H is to be sounded
 ail hail air hair; all hall alter halter; am ham and hand
 harbour harbour, arm harm elm helm; art hart as has at hat
 ate hate, arrow harrow ear hear eat heat; edge hedge eel heel.
 ewer hewer ill hill; is his it hit; old hold owl howl; awe
 haw owes hose; ware where weather whether; wen when
 wet whet; wit whit, wither whither. hall all hew huge,
 whole whale wheat, whim when; hour hair how, heart art
 heir hare. heather honest co-heir, humble human humour
 honour—hothouse hartshorn behind perhaps. artichoke
 vehement annihilate; *who whose whom wholly wholesome.*

W The pure Labial Consonant.

This consonant is only to be sounded where a letter is printed in *Italic*. In "who" there is no sound of W; but the W sound is heard in "choir," which is pronounced "kwire." In "one—once" the O stands for two sounds, namely, that of W and stopt U; these words are pronounced "wun—wunce"

way waft one once—who woo wain vain—wine vine. hood
 wood weal veal—well wit velvet—wolf woe whole. woos
 swoon suite buoy—quake choir thwart. woman wormwood
 wayward forward froward; weather whether wither whither

Y The Maxillar Consonant.

you yawn; he ye ear year, yearly youthful. yew-tree spaniel
 million genii; pontiard Asia nausea; roseate Indian odious;

The sound of Y must be heard in the following words immediately before the vowels in *Italic*, so that they shall be pronounced yoo, precisely as the pronoun you. Thus humour must be sounded yoo-mur, neuter n-yoo-tur, tulip t-yoo-lip, &c.
 ewe cube use; huge new duke tune suit; tulip duty Tuesday
 useful humour, feudal neuter cucumber.

S The hissing Dental Consonant.

gas mass dose mace; griefs laughs mouths verse; packs hosts fists posts; soil cell scene schism. psalm thesis tacit question; pincers flaccid; sceptre desists poesy; precedent chasten hasten; vaccinate scimitar scintillate science.

Z The buzzing Dental Consonant.

maze blaze as has was; ways views seas songs; caves moves baths bathes, balls domes pains. breathes bars babes. commas dramas dances prices prizes; houses scissors noisy; raisin cousin weasel, absolves observes possess. discern suffice resume; president mechanism; refusal discernment, disloyal complaisant.

SH The hissing Palatal Consonant.

shall shrove shrink sash, sure, marsh match chaise. shrub sugar censure; nauseous pension nation; chicane machine, shower charlatan.

In the following the sound of SH is preceded by the sound of T, as in "march," which is pronounced "martch."

chair each couch chamber; attach charity Chichester.

ZH The buzzing Palatal Consonant,

As heard in PLEASURE—TREASURE.

leisure measure, vision fusion roseate. persuasion adhesion explosion, confusion decision collision transition; badge ridge hedge edge.

In the following the sound of ZH is preceded by the sound of D as in "refuge," which is pronounced "ref-you-dge."

perjure soldier grandeur verdure—age huge doge; jade jar—individual education gem obliged divulged exchanged suggest.

F The Labio-dental Breath Consonant.

off deaf ruff chafe, five fifth phial profit deafen, nymph sylph fry; phrase sphinx phaeton; phrensy phosphorous, febri-fuge often soften. philosopher laugh tough rough, chough roughen.

V The Labio-dental Voice Consonant.

eve live sieve hive dive; pave weave halve twelve. venison victuals heaven, even Stephen given; vivid venom velvet velveteen; nephew of veal.

TH The Linguo-dental Breath Consonant.

thigh bath lath oath; mouth south sixth seventh. twelfth wreath warmth, truths youths rhythm thwart; hundredth thousandth thenceforth amethyst; apathy orthodox synthesis south-east.

TH The Linguo-dental Voice Consonant.

thy bathe with wreathe, breathe tithe these their; though baths laths oaths mouths—either neither. father hither thither, thenceforth bequeath beneath; unsheath southerly.

L The pure Dental Consonant.

ell ill all ell—law oil owl, earl isle loud love, lively lonely listless aloud allowed; solace castle evil gravel; cripple tackle title; needle novel parcel model chapel.

M The Labio-nasal Consonant.

*am ham me may gum ; blame realm charm. lamb comb dumb
numb, thumb crumb tomb calm ; hymn phlegm drachm ;
famine moment solemn, tempter empty momentary matrimony.*

N The Dento-nasal Consonant.

*an in on no—nun noon noun nine none town. knee know
kneel knock ; deign sign benign, linen banner foreign lesson ;
basin hasten chasten. frozen cousin reason ; often roughen
Briton. non-entity unanimous benign .*

NG The Palato-nasal Consonant.

*king spring sung young ; long length strength, bank sink being
nothing writing, reading bringing hanging. robin robbing
matin matting, hanger anger ; singer finger—longer younger
congress concourse ; anchor banquet distinguish unthinking
conquer.*

The Trilled R.**The Trilled Dental Consonant.**

*try pry fry wry, ray raw tray dray, pray bray gray ; crape
grapes bread dread, dream broad brood ; raiment rhubarb
wrestle ; christian rural around. enrich rebel—flowery
priory briery, contrary library—regulator ruminator rumi-
nation repetition, shrill shriek shrug ; shroud throw throng*

The Untrilled R.

*or for nor sir fir ; err tar jar fur war, ware here ; hire core
pure hour, force marsh scarf hearth ; pearl arm learn carp,
garb dark cart card herd. pardon warden mercy ; virtue
border mortgage. colonel commerce, defer abhor affair
adore ; debar demure murder murmur.*

P The Labial Mute.

*pea pay ape tap map pipe pope rasp whelp sharp pippin slipper
proper naphtha shepherd turpitude diphthong triphthong.*

B The Labial Semimute.

*be by bay boy bun—cub rub rob bib tube bulb brown bread
butter succumb baboon.*

K The Palatal Mute.

*key ask elk car cot cat, cut cake coke pack tack. talk walk
chalk, lough pique chord quay, quake ache clear ; panic comic
candid choir ; choler conquer christian. flaccid vaccinate
cucumber, technical orchestra epoch, architecture.*

G The Palatal Semi-mute.

*go gay got bag, keg egg gag gum, mug jug snug ; plague vague
rogue brogue ; ragged craggy guide guise. gird gig ghost ;
ghastly gherkin gimlet auger ; finger longer stronger younger
benignant malignant guerdon.*

T The Dental Mute.

*at it to pat, put tall town halt, haft dreamt taught; thyme
Thames yacht debt; doubt danced laughed chopped wrecked
victuals asthma; phthises phthisical flourished. practised
tresspassed, distinguished extinguished; testament testator
temptation; indebted indictment.*

D The Dental Semi-mute.

*do add odd ode, dew daw did dead, made down dawn. saved
walled charmed; paved ebbed rigged heard; would could
should udder deadly harangued, condemned absorbed fatigued
contained.*

The J and G in the following words include the sound of the
Palatal Buzzing Consonant (ZH) with the D.

judged courage damaged encaged.

The Letter C.

The Letter C occurs before the vowels A E I O U and Y;
and also before the two Consonants L and R.

When it occurs before E I and Y, it has the soft sound of
S, as in the following examples—

cellar	since	cinder	cygnet
cement	city	science	saucy
cedar	civil	cypher	scythe

When it occurs before A O U, or the Consonants L or R,
it has the sound of K, as in the following—

cap	coal	cup	clear	cry
cat	coffee	cunning	clerk	cream
scar	scold	cutler	climate	cradle

When C precedes and blends with H, it sometimes has the sound of SH or TSH, and sometimes the sound of K, as in the following examples—

TSH	SH	K
<i>change</i>	<i>chaise</i>	<i>character</i>
<i>charge</i>	<i>chagrin</i>	<i>architect</i>
<i>chief</i>	<i>chamois</i>	<i>archangel</i>
<i>charter</i>	<i>champaign</i>	<i>archieves</i>
<i>channel</i>	<i>chandelier</i>	<i>chemistry</i>
<i>arch</i>	<i>charlatan</i>	<i>chimera</i>

The Letter G.

G is always hard (*gay*) before A O or U, as in

gate gold gum legume

G is generally sounded soft (like J) before E I or Y ; but there are many exceptions, as in the following examples—

SOFT.	HARD.	SOFT.	HARD.
gem	get	cler-gy,.....	shag-gy
gill.....	gills	ma-gic	wag-gish
gibe.....	give	lo-gic	crag-gy
gor-get.....	for-get	spon-gy ...	fog-gy
bud-get	drug-get	vir-gin	be-gin
gib-lets	gid-dy	di-gest.....	dig-gest
gin-gle.....	gig-gle	gin-ger.....	gim-let
gib-bet.....	gib-bon	gist.....	gift

8 12
25 12

ut

